

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

| | | |
|-------------------------------|--|---|
| Program authority: | General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32 | FOR TEA USE ONLY Write NOGA ID here: |
| Grant period: | October 1, 2014, to August 31, 2016 | |
| Application deadline: | 5:00 p.m. Central Time, May 13, 2014 | |
| Submittal information: | <p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p> | <p>Place date stamp here</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 MAY 13 PM 1:53 Document Control Center </p> |
| Contact information: | Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400 | |

Schedule #1—General Information

| | | | | | | | |
|--------------------------------------|--|---------------------------|-------------------|-----------------------------|-------------------------|--|-------------|
| Part 1: Applicant Information | | | | | | | |
| Organization name | | | County-District # | | Campus name/# | | Amendment # |
| Kress ISD | | | 219905 | | Kress Elementary School | | |
| Vendor ID # | | ESC Region # | | US Congressional District # | | DUNS # | |
| | | 16 | | | | | |
| Mailing address | | | | | City | | State |
| 200 E. 5 th | | | | | Kress | | TX |
| | | | | | | | ZIP Code |
| | | | | | | | 79052 |
| Primary Contact | | | | | | | |
| First name | | M.I. | Last name | | | Title | |
| Leah | | H. | Zeigler | | | Technology Coordinator HS Principal | |
| Telephone # | | Email address | | | | FAX # | |
| 8066842652 | | leah.zeigler@region16.net | | | | 8066842687 | |
| Secondary Contact | | | | | | | |
| First name | | M.I. | Last name | | | Title | |
| Doug | | W. | Setliff | | | Superintendent | |
| Telephone # | | Email address | | | | FAX # | |
| 806842651 | | doug.setliff@region16.net | | | | 806 684 2687 | |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|---------------------------|-----------|----------------|
| First name | M.I. | Last name | Title |
| Doug | W. | Setliff | Superintendent |
| Telephone # | Email address | | FAX # |
| 8066842651 | doug.setliff@region16.net | | 8066842687 |
| Signature (blue ink preferred) | Date signed | | |

05/12/2014

701-14-107-248

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|-------------------------------------|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|-----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device. |
| 4. | The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home. |
| 5. | The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school. |
| 6. | The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es). |
| 7. | The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation. |
| 8. | The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment. |
| 9. | The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. |
| 10. | The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded. |
| 11. | The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year. |
| 11. | The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan. |
| 12. | The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. |
| 13. | The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016. |
| 14. | The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data. |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Kress ISD wants to loan a mobile device such as a mobile device or laptop to each student in grades 3-12 beginning in 2014-2015 school year in order for them to have a personal device for them to access and use digital instructional materials at school and at home. The district is applying for funding to make this a reality and asking for the funds to support this goal for grades 3-6 in 2014-2016.

The district currently has one campus, Kress High School that implemented and sustains a lending program in grades 7-12. Kress High received a TLPG in 2012-2013. It provided the seed money to implement the lending of a laptop to each student in grades 7-10 and internet access at home for those that didn't already have access. The district has been able to build on this program and provide laptops to all students in grades 7-12 in 2012-2013 and 2013-2014.

Kress High School believes that this program along with the implementation of a digital curriculum management system; the determination of our students to improve and the dedication of the teachers enabled the campus meet standard on the state's new accountability system in 2013 after being identified as needs improvement in 2012.

Kress Elementary School, KES serves students in grades preK-6 and subscribes to digital content in all four subject areas for all 7 grades. We use a variety of technology related instructional resources to address the needs of all our students. In 2011 we were a fortunate recipient of E-Rate funding for internal connections and a robust WAN including a Cisco wireless network was installed which enables us to take advantage of mobile technologies. During the 2014-2015 school years the district will be contracting with Region 16 for additional broadband/bandwidth to support our district's technology goals.

Currently on the elementary campus we have an obsolete 'cart on wheels' or COW consisting of 20 net books that are used by teachers for instruction in the classroom. They are used primarily for completing reading tests, Study Island (all 4 cores), writing, research and science web quests in grades 4-6. Twenty is not enough to provide a device for each student in these grades. The netbooks are 6-7 years old and are running Windows XP as an operating system which Microsoft ended support for as of April 30, 2014. Third grade has 10 android based mobile devices shared within the classroom for 23 students. The mobile devices are being used for education applications, accessing the schools web based resources, and accessing ebooks from the Tumblebooks Library. TumbleBooks Library is an online collection of animated; talking picture books which teach young children the joys of reading in a format they'll love and is subscription based. The schools web based resources (subscriptions) can be found at www.kressonline.net by clicking on "Student Page". The district has also some locally hosted instructional resources that are used primarily for our special needs students which are not available via the district's website but are available while on campus and connected the internal local area network. (Lexia, My Reading Coach, etc).

KES also has a 20 station multimedia lab used for daily instruction for prek-2 utilizing a smorgasbord of web based subject specific instructional resources. These students are also taught some basic keyboard and mouse skills, and the safe responsible way to care for and use technology devices.

These computers are also running the outdated operating system, Windows XP. The district plans to replace this lab as funding permits utilizing Ncomputing's vSpace Server virtual desktop solution as well as purchasing "mobile device tubs", sets of mobile devices consisting of 6-8 mobile devices in tub with power, headphones and styluses to be used as centers within the prek-2 grade classrooms. The district is testing the use of the "mobile device tubs" this Spring during the last six weeks in grade 1. These mobile devices are 7" android mobile devices with a variety of teacher selected free and/or paid educational applications installed (phonics, handwriting, measurement, math and word apps and games).

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On this date:

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

So far they have been a great success as they are engaging, motivational and educational. Elementary teachers are masters of rotating 'centers' and table groups for small group instruction. The thin client or virtual desktop model will permit the district to offer our students a cost effective but robust classroom personalized access to today's rich media instructional resources i.e., interactive video, Flash and 3D graphics. It will also facilitate "desktop roaming" enabling a user to logoff one workstation and have their "session" follow them to another client workstation, enabling mobility to allow users to work from anywhere on any device.

The district has a computer ratio of one to one but not all devices are up to date and this limits our ability to utilize the technology resources we have in terms of the web based instructional resources. Some of these web based resources are hosted offsite via subscriptions or hosted on site on our school's application server. The mobile devices purchased for grades 3-6 would enable them to access district educational content at school and at home. Most of the resources hosted internally serve our special needs populations. Our most robust technology tools can be found in classrooms serving our special needs students i.e., 504, ESL, Migrant, special education, and we have a significantly larger percentage of special needs students in our district.

Our district is a Title I district and our campuses are Title I campuses serving economically disadvantaged students who make up the majority of our student population. The mobile device purchased would be issued to students in grades 3-6 beginning in 2014 for several reasons but the most important being that these students will be able to reap the benefits of this initiative.

The funding this grant represents would provide the seed money for a project that would give our most needy students on the elementary campus in regards to academic achievement a mobile device and residential internet access-a mobile technology based intervention solution.

This initiative supports the district and campus's technology plan in that it will provide mobile technology for students with the goal of improving student academic achievement through the use of technology far beyond the walls of the classroom and far beyond the rigidity of traditional school schedules. It will also help ensure that all students become technologically literate by 6th grade.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | |
|---|---|--------------------------|-----------------|---------------|---------------------------|--|
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$39,700 | \$0 | \$39,700 | |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$43,800 | \$0 | \$43,800 | |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$3,000 | \$0 | \$3,000 | |
| Schedule #11 | Capital Outlay (6600/15XX) | 6600/ 15XX | \$0 | \$0 | \$0 | |
| Total direct costs: | | | \$86,500 | \$0 | \$86,500 | |
| 0% indirect costs (see note): | | | N/A | \$12,975 | \$12,975 | |
| Grand total of budgeted costs (add all entries in each column): | | | \$86,500 | \$12,975 | \$99,475 | |

Administrative Cost Calculation

| | |
|--|----------|
| Enter the total grant amount requested: | \$86,500 |
| Percentage limit on administrative costs established for the program (15%): | × .15 |
| Multiply and round down to the nearest whole dollar. Enter the result. | \$12,975 |
| This is the maximum amount allowable for administrative costs, including indirect costs: | |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| Expense Item Description | | Grant Amount Budgeted |
|---|--|-----------------------|
| 6269 | Rental or lease of buildings, space in buildings, or land Specify purpose: | \$ |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: | \$ |
| 62XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other: | \$ |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ |

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

| # | Description of Service and Purpose | Check If Subgrant | Grant Amount Budgeted |
|---|------------------------------------|--------------------------|-----------------------|
| 1 | | <input type="checkbox"/> | \$ |
| 2 | | <input type="checkbox"/> | \$ |
| 3 | | <input type="checkbox"/> | \$ |
| 4 | | <input type="checkbox"/> | \$ |
| 5 | | <input type="checkbox"/> | \$ |
| 6 | | <input type="checkbox"/> | \$ |
| 7 | | <input type="checkbox"/> | \$ |
| 8 | | <input type="checkbox"/> | \$ |
| 9 | | <input type="checkbox"/> | \$ |
| 10 | | <input type="checkbox"/> | \$ |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | | \$ |

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

| | | |
|--|--|--|
| Specify topic/purpose/service: Residential Internet Access for Students | | <input type="checkbox"/> Yes, this is a subgrant |
| Describe topic/purpose/service: Residential Internet Access for Students | | |
| Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| 1 | Contractor's payroll costs # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | \$28,750 |
| | Contractor's supplies and materials | \$ |
| | Contractor's other operating costs | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | \$ |
| Total budget: | | \$28,750 |

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 219905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service: Three year warranty service on mobile devices

☐ Yes, this is a subgrant

Describe topic/purpose/service: Three year warranty service on mobile devices

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

2

Contractor's payroll costs # of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$10,950

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$10,950

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

3

Contractor's payroll costs # of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

4

Contractor's payroll costs # of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

5

Contractor's payroll costs # of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

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| Schedule #9—Supplies and Materials (6300) | | | | | | | |
|--|---|-----------------|-------------------------------------|---|-----------|------------------------------|--|
| County-District Number or Vendor ID: 219905 | | | | Amendment number (for amendments only): | | | |
| Expense Item Description | | | | | | | |
| 63XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: | | | | | Grant Amount Budgeted | |
| | <input type="checkbox"/> | Print shop fees | <input type="checkbox"/> | Technology-related supplies | | \$ | |
| | <input type="checkbox"/> | Postage | <input type="checkbox"/> | Other: | | | |
| | <input type="checkbox"/> | Copy paper | <input type="checkbox"/> | Other: | | | |
| 6399 | Technology Hardware—Not Capitalized | | | | | | |
| | # | Type | Purpose | Quantity | Unit Cost | Grant Amount Budgeted | |
| | 1 | Mobile Device | Lending a mobile device to students | 73 | \$550.00 | \$40,150 | |
| | 2 | | | | \$ | | |
| | 3 | | | | \$ | | |
| | 4 | | | | \$ | | |
| | 5 | | | | \$ | | |
| 6399 | Technology software—Not capitalized | | | | | \$3,650 | |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | \$ | |
| Subtotal supplies and materials requiring specific approval: | | | | | | \$ | |
| Remaining 6300—Supplies and materials that do not require specific approval: | | | | | | \$ | |
| Grand total: | | | | | | \$43,800 | |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|---|--|---|-----------------------|
| County-District Number or Vendor ID: 219905 | | Amendment number (for amendments only): | |
| Expense Item Description | | | Grant Amount Budgeted |
| 64XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: | | \$ |
| | <input type="checkbox"/> ESC-owned vehicle usage | <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Insurance | <input type="checkbox"/> Other: | |
| 6411 | Out-of-state travel for employees (includes registration fees) Specify purpose: | \$ | |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: | \$ | |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose: | \$ | |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: | \$ | |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: | \$ | |
| 6429 | Actual losses that could have been covered by permissible insurance | \$3,000 | |
| 6490 | Indemnification compensation for loss or damage | \$ | |
| 6490 | Advisory council/committee travel or other expenses | \$ | |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization: | \$ | |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: | \$ | |
| Subtotal other operating costs requiring specific approval: | | | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: | | | \$ |
| Grand total: | | | \$3,000 |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**73**

| Category | Number | Percentage | Category | Percentage |
|----------------------------------|--------|------------|---|------------|
| African American | 8 | N/A | Attendance rate | 97% |
| Hispanic | 31 | N/A | Annual dropout rate (Gr 9-12) | DNA% |
| White | 32 | N/A | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | N/A |
| Asian | 1 | N/A | TAKS commended 2011 performance, all tests (sum of all grades tested) | N/A |
| Economically disadvantaged | 52 | 71% | Students taking the ACT and/or SAT | N/A |
| Limited English proficient (LEP) | 2 | 1% | Average SAT score (number value, not a percentage) | N/A |
| Disciplinary placements | 4 | 5% | Average ACT score (number value, not a percentage) | N/A |

Comments

Kress is a small rural farming community. The majority of our population has been economically disadvantaged district wide for at least the last 15 years. The demographics and economy of the community and surrounding area has changed dramatically over the last 25 years because of mobility and changes in farming. The recent closure of the meat packing plant and the drought has dramatically affected the economy of the community. Most of our community work in agriculture related fields and in the local Wal-mart distribution center. The school is the heart of community. Kress ISD strives to close the gap between our lowest performing subgroup which is our economically disadvantaged with other well performing subgroups. We seek additional funding through grants; we participate in the application for erate funding; we have instituted a "No Excuses University" atmosphere on our campuses; have strong special programs, i.e., special education, GT, dual credit program with Amarillo College and seek enrichment activities for all our students. (job fairs, field trips, museum tours, etc.)

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--------------------------------|----------|---|---|---|----|----|----|----|---|---|---|----|----|----|-------|
| Public | | | | | 16 | 23 | 19 | 15 | | | | | | | 73 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | | | | | 73 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently has one campus, Kress High School that implemented and sustains a lending program in grades 7-12. Kress High received a TLPG in 2012-2013. It provided the seed money to implement the lending of a laptop to each student in grades 7-10 and internet access at home for those that didn't already have access. The district has been able to build on this program and provide laptops to all students in grades 7-12 in 2012-2013 and 2013-2014.

KHS was successful in improving their math and science in 2012-2013 and consider the implementation of a technology lending program as a component of that success. The district decided to apply for the TLPG 2014-2016 for the elementary campus. Then the district evaluated the state assessment scores for KES from 2012-2013 to determine which grades or subgroups need intervention and in what subjects.

Kress Elementary School is a school wide Title 1 campus and serves a predominately economically disadvantaged population. There is a significant gap between the economically disadvantaged scores in reading, writing and math on state assessments, local benchmarks and all other identified subgroups.

| *2012-2013 STAAR | All Reading | Eco.Dis. Reading | All Writing | Eco.Dis. Writing | All Math | Eco.Dis. Math |
|------------------|-------------|------------------|-------------|------------------|----------|---------------|
| 3 | 92 | 75 | | | 77 | 63 |
| 4 | 78 | 63 | 94 | 88 | 83 | 75 |
| 5 | 92 | 88 | | | 75 | 63 |
| 6 | 69 | 64 | | | 92 | 80 |

We concluded that we need to address grades 3-6 in reading and math. Our goal is to 1) close the gap between all subgroups and 2) achieve Level 2 final phase in score of 75% across the subgroups in 2015 and to achieve Level III in 2016 (85% in Reading; 90% in Math).

The expectations in reading and math from grade 3 to grade 6 are exponentially difficult and the accessibility of academic resources at their fingertips through the use of a mobile device would be beneficial especially in lieu of the academic success on the high school campus. The district has a significant investment in the yearly renewal of subscription based digital or electronic instruction resources. The district is also considering the adoption of not only print textbooks but the digital instructional resources as well. Students would be able to access these resources at home and at school if we had a device to loan them as well as providing access from home via the internet.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|--|---|
| 1. | KES has identified the lowest performing subgroup on the state assessment as the economically disadvantaged and the goal is close the gap between this subgroup in Math and Reading in grades 3-6. | The TLPG will extend teaching and learning beyond the wall of the school to the home. Digital devices are motivating and the software resources are rich and robust and appealing to young children. Time learning is at will and learning is extended beyond the boundaries of the classroom. The student will be empowered because they will have a tool to construct and extend their own learning. |
| 2. | KES has set a goal to achieve Level 2 final phase in score of 75% across the subgroups in 2015 and to achieve Level III in 2016 (85% in Reading; 90% in Math). | The TLPG will extend teaching and learning beyond the wall of the school to the home. Time learning is at-will and learning is extended beyond the boundaries of the classroom. The student will be empowered because they will have a tool to construct and extend their own learning. They can rehearse, practice and master educational skills. They can become <i>know-it-alls</i> on their own terms-children are masters at innovation and will learn to teach themselves. |
| 3. | KES wants to empower our impoverished children to become teachers- able to teach themselves and become <i>know-it-alls</i> and embrace what education has to offer-a future beyond the physical boundaries of school and the limitations of poverty. | The TLPG will provide them technology tools to learn at their own pace and in their own way. The student will be empowered because they will have the tools to construct and extend their own learning. They can rehearse, practice and master educational skills with no peer pressure. They can become <i>know-it-alls</i> on their own terms. Personalized learning allows the students to customize their own education. |
| 4. | KES will have technologically literate students by the end of 6 th grade with the skills necessary to learn, teach, lead and be successful in the real world. ("Every Chance, Every Student, Every Day"). | The student will be empowered because they will have the <i>tools</i> to construct and extend their own learning. They will build their background knowledge and vocabulary through the use of the Internet in learning new things. They will be able to take advantage of the many resources on the <i>world wide web</i> ... an endless resource. They will learn how to use tech tools educationally through practical application. All digital content and resources provided are high quality. |
| 5. | KES students will be life-long learners, curious learners, accountable for their own learning; be successful in high school and pursue education beyond high school. | KES by providing tools through TLPG funds for students to explore and discover new knowledge through extended application at home will motivate all students to want to LEARN. Wanting to learn is motivating- teaches them to critically think as they decode how they learn to succeed. |

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Schedule #14—Management Plan

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|---------------------------------|---|
| 1. | District Technology Coordinator | The coordinator has 23 years experience in education; 10 as the high school principal. She has BS in Biology/Art, a M. Ed. in Science, a M. Ed in Instructional Technology and Mid-management Certification. She has written, managed, and implemented many grants and has a wide variety background in technology. |
| 2. | Technology Specialist | He has 9 years experience in teaching students technology skills in grades prek-12. He has 3 years of college and is working on his degree in computer information systems. |
| 3. | Technology Lab Aide | The technology lab aide who is in charge of the elementary computer lab has one year of practical training and does a good job managing the lab and teaching the prek-2 computer skills. |
| 4. | | |
| 5. | | |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|--|---|----------------|--------------|
| 1. | Teachers participating in the grant will receive training related to the TLPG. | 1. 3-6 th grade teachers will receive training on the use of the student device. | 08/18/2014 | 08/18/2014 |
| | | 2. 3-6 grade teachers will receive training on new strategies to use the device for instruction in a variety of ways. | 08/19/2014 | 08/19/2014 |
| 2. | Parents, students, teachers attend orientation meeting. | 1. Parents, and students will receive an invitation to attend an orientation meeting. | 09/02/2014 | 09/05/2014 |
| | | 2. Parents, and students will attend an orientation meeting and sign all paperwork. (AUP, Lending Agreement.) | 09/26/2014 | 09/26/2014 |
| | | 3. Teachers will attend the meeting to assist and answer questions about use of the device. | 09/26/2014 | 09/26/2014 |
| 3. | Students will be issued their mobile device and receive training on the use of the mobile device. | 1. Students will be issued their mobile device by their teachers. | 10/01/2014 | 10/03/2014 |
| | | 2. Students will receive training on the use and care of their mobile device by their teachers. | 10/06/2014 | 10/10/2014 |
| 4. | All supplies and materials will be ordered, received, and the mobile devices prepared for disbursement by staff. | 1. Technology staff will order and prepare mobile devices for disbursement. | 08/31/2014 | 10/01/2014 |

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 2199005

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strengths and weakness of the program will be analyzed on an ongoing basis through meetings with all parties involved including student representation, the principal and technology team both informally and formally. The program will be analyzed qualitatively assessing the teaching and learning by the principal through classroom observations. The campus teachers and staff work together well as they've worked together for many years. The teachers in grades 3-6 are all on the same hall and collaborate daily. Communication is achieved one on one, via email, lunch meeting and agenda principal led meeting.

Academic progress will be monitored utilizing the digital reporting features of the digital content, teacher lesson plans and student grades, and formally through local benchmarking-measuring student performance and progress against the state standards. This will be done at the three and six weeks periods.

Student's technology literacy will be directly observed by their cores teachers and their technology teacher-the technology specialist who will be key player in the implementation. Remediation will be offered and reinforced during tutorials. This will also provide the student a designated time and avenue to communicate any issues they might be having with using the net-book or the digital content at home and at school.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has successfully implemented a technology lending program grant on the high school campus in 2012-2013.

This grant would free up the existing resources by providing a mobile device to 75 students in grades 3-6. The elementary school has already committed to using technology resources for instruction and presentation of lesson materials as well as integrating technology into daily lessons. They are vested in utilizing the digital resources the KES subscribes to as a valuable tool in improving the academic success of our students as evidenced by their commitment to academic success. KES has been a recognized or an exemplary campus for several subsequent years. They are highly motivated themselves using technology in their daily lives and see that our students are motivated to do the same.

The technology coordinator has been instrumental in building the district's technology footprint since the first CAT 5 installation in the 1990s and has established technology as a valuable resource tool for academic achievement. The district's superintendent and board have invested in projects ranging from a video production studio on the elementary campus implemented also in the 1990s to the latest renovation of the infrastructure in 2010 when the district received a new CAT 6 network and a wireless WAN spanning two blocks ensuring that all the district's buildings had connectivity.

The district's technology plan has been approved for three years 2014-2017 and is a robust plan that is supported by all players in the district.

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Schedule #15—Project Evaluation

| County-district number or vendor ID: 219905 | | Amendment # (for amendments only): | |
|--|--|--|---|
| Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
| 1. | Student improvement in reading and math. | 1. | Three week and six week reports for individual students show improvement and success. |
| | | 2. | All students are successful in all grades 3-6 in R and M. |
| | | 3. | All subgroups meet Level II and Level III goals. |
| 2. | Successful use of the academic digital content by the student beyond the classroom. (Formal and informal observation.) | 1. | Utilization reports generated by software. Time on task vs. progress or % gain. |
| | | 2. | Academic success measured by benchmark scores aligned with the curriculum. |
| | | 3. | Fewer students requiring after school tutorials in addition to their regularly scheduled intervention classes. |
| 3. | Improved technology and digital literacy | 1. | Student projects/work reflects an improvement in understanding and complexity as measured by teacher rubrics or grading expectations. |
| | | 2. | Students can successfully complete more complex assignments using technology skills. |
| | | 3. | Students technology skills improve. (Keyboarding, research skills using the internet, accessing information, etc.) |
| 4. | Increased interest in learning; attending college or technical or trade school. | 1. | Students more inquisitive and asking higher order questions during class. |
| | | 2. | Students are taking more responsibility for their own learning. No excuses. |
| | | 3. | Students researching or talking about their "college" or a career choice. |
| 5. | Positive affective benefits of having access to a net book and the internet at home. | 1. | 100% attendance |
| | | 2. | Positive affect reflected in student attitude toward learning. |
| | | 3. | Student motivated to succeed. Less detentions for not completing their homework. |
| Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |

Data collected through three and six week reporting will include grades, success in using the device, usage of the digital content at school and home, and attendance data. The attendance in these grades has been 97% and will be monitored closely. Problems with project delivery will be identified and corrected quickly because communication and collaboration is one of the teachers' strengths. The teachers are tech savvy and their needs are quickly met by their building principal and tech staff. Any issues with home use will be dealt with quickly by talking to the parents and students to resolve the issue after determining the nature of the problem i.e., tech or use. The strengths and weakness of the program will be analyzed on an ongoing basis with meetings between the teachers, the principal and technology team. The program will be assessed qualitatively by the principal through classroom observations. Academic progress will be monitor utilized the digital reporting features of the software used, and local benchmarking-measuring student performance and progress against the state standards.

Student's technology literacy will be directly observed by their cores teachers and their technology teacher-the technology specialist. Remediation will be offered and reinforced during tutorial and/or pull out RTI classes. This will also provide the student a designated time and avenue to communicate any issues they might be having with using the netbook or the digital content at home and at school.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The funds will be used to purchase mobile device, case, and software to implement a well rounded technology lending program and to utilize the digital content the district currently subscribes to as well as any additional technology based, digitally delivered intervention software to be purchased with local funds or IMA funds for grades 3-6. Grades 7-12 have been participating in a loaning program successfully for two years. All grade levels-prek-12 typically use digital content in all foundation subject areas during the normal course of the day and school year. Internet access if not already available at home will be provided through grant funds for students in grades 3-6.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 219905

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The high school campus has a laptop for each student that was purchased with either local funds or TLPG funds in 2012.

The district does not have plans at this time to purchase additional lending equipment through the IMA. The district is concerned about having enough IMA fund to fund Proclamation 2014 and 2015. Publishers are no longer held to a cost ceiling for instructional materials. However, the district is considering purchasing both print and digital instructional materials for both proclamations depending on availability of IMA and local funds.

All technology hardware and software purchases and use is supported as a whole by the district personnel and district decisions in funding tech related initiatives. All funding sources are used in a cohesive manner to build and support a program to ensure students have what they need to be success after high school whether it is in college, trade school, etc.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 219905

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All technology hardware and software purchases and use are supported as a whole by the district personnel and district decisions in funding tech related initiatives. All funding sources are used in a cohesive manner to build and support a program to ensure students have what they need to be success after high school whether it is in college, trade school, etc. The district's technology plan is well rounded and robust addressing all indicators for erate funding and NCLB~ HB5.

The mission of Kress ISD in partnership with the community is to graduate all students with skills and values necessary to succeed as lifelong learners by providing excellence and equal opportunity in education through a coordinated program of instruction. The coordinated program of instruction includes all aspects of providing a quality education. Our drive is to meet the needs of our students- "Every Student, Every Chance, Every Day" and technology is comprehensive, cohesive tool to achieve that. It enables us to construct a framework for building life long learners that love to learn new things extending beyond the boundaries of the school walls into the personal lives of our students. We have a strong technology base at Kress ISD that has evolved because of good planning, scaffolding and utilizing resources skillfully, deliberately and effectively while keeping an eye on the changing nature of the technologies available...with the best interest of ALL our students at KISD.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 219905

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus with the most need is the elementary school campus. Most of the computer inventory on the elementary campus is between 5 and 7 years running an outdated operating system, Microsoft XP. Grant funds in 2012-2013 enabled the high school to issue a laptop to 50% of its enrollment freeing up the inventory at that time of laptops for the other 50%.

If awarded the TLPG for 2014-2016 this will enable to the district to broaden and update our technology tools and academic programs on the elementary campus beyond the walls of the school. Most of the students in grades 3-6 need intervention in math and reading b/c they fall in the economically disadvantaged subgroup. Research supports that living in poverty can impact the world of "teaching and learning" for these children in ways that the "haves" can not understand. We can extend "teaching and learning" to the home and the parents become the teachers through technology lending programs that extend beyond the concrete wall of a building.

All students in grades 3-6 will be provided a mobile device or laptop and those needing internet access at home (33%) will be provided access through MidPlains Rural Telephone Cooperative through the TLPG funds.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLPG aligns with the current curriculum and instruction as teachers currently integrate technology into everyday teaching and learning in a variety of ways. The use SMARTboard, document cameras, etc in presentation of lessons and in guided practice. Teachers have used the available student technology devices as scheduling allows for independent practice, web quests, RTI, remediation, drill and practice, etc. This program would enhance current instruction especially in collaborative guided practice, and individual practices and learning. Teachers will adapt their current classroom policies or procedures if the students now have a technology device in their backpack to use for guided and independent practice or simply to follow along with the teacher as instruction is given.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The electronic instructional materials will be used in grades 3-6 in all four cores with an emphasis for program evaluation and meeting the goals set forth in the application in Math and Reading. The district subscribes to a variety of math and reading digital instructional materials accessible at school and at home. Teachers have had professional development in integrating technology into their classrooms and have been success in doing so with existing resources-hardware and software.

They have utilized the existing COW and labs as much as possible depending on scheduling and sharing of the technology hardware. Sharing software is not an issue as we have campus wide licenses for the subscriptions. Currently teachers use software like *Study Island* to work on student's identified weak areas in all four cores.

LeArnin3.com is used across all the subjects in a variety of ways as this software program has a dashboard or a customized management tool for district where other software is available like SAS, Aha! Math, Aha!Science, Khan Math Academy, Spelling City, etc to provide intervention, individualized instructional at the student's pace, and enhancement. These tools are used in scheduled pull outs for RTI, tutorials or within the classroom for individual practice.

This program will enhance that effort a hundred fold as each student will have a device to use in class from class to class as well as to take home to continue learning beyond the wall of the classroom. Teachers are using technology in presentation and instruction currently, SMARTboards, document cameras, projectors, streaming multi-media, and with the funding students could use their own device at their desk saving valuable instructional time. The use of *dropboxes* via Gaggles is a collaborative communication tool used very successfully at the high school campus. It could be used more successfully on the elementary campus with this funding. (Teachers at the high school drop homework or assignments – works great when they have a substitute in their classroom- in the student's dropbox via Gaggles and they can work on them on their mobile device-submit them to the teacher via Gaggles.)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers receive technology training on a yearly basis in an effort to reach advanced target as assessed by the STaR Chart. Teachers have received training on the use of digital content, designing lessons utilizing web and digital resources, and using technology as a tool to increase academic achievement as well as challenging students at higher rigor. They have received software specific training as new software has been requested and subscribed to by the district. Teachers attend subject specific training at Region 16 service center and the district contracts with them for technology services such as email, filtering and instructional development utilizing technology.

Kress ISD has a strong technology footprint and quality trained personnel to support the technologies provided. If funded teachers will receive additional training in preparation for the implementation of this initiative. The training will be presented by the technology coordinator and technology specialist. They will receive this training prior to school starting with students during district in-service. Region 16 will be a resource for additional training as needed. The district has a network maintenance agreement as well as an instructional technology contract with the service center.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new wireless LAN and new CAT 6 LAN will support the student's use of the net books. Currently, the district's WAN has access to 6MB of bandwidth (4 T1's) and wireless connectivity is seamless across the district campuses. Access is encrypted and password protected. We contract with Region 16 for our Internet Services and for network maintenance which also provides content filtering for safety. The district utilizes a centralized server structure for serving up software applications, anti-virus protection as well as central management. The district also utilizes a hardware firewall. Student net books will have an antivirus and filter application installed on them for internet safety and technical support. The district also participates in video conferencing and participates in virtual fieldtrips and conferences. Technical support will be provided on an ongoing basis to the students. The campus is small and both the technology coordinator/principal and technology specialist are readily available. These students will be given priority in regards to the technology needs. Most teachers have a working understanding of the basic technical working of a net book, laptop or desktop.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students in grade3-6 who do not have residential access currently will be provided access. This access will be provided for students through Mid Plains Rural Cooperative at \$30 dollars a month for 1.5mg. A parent meeting will be scheduled for the signing of all paperwork involved in lending the device~AUP policy and lending agreement.

A survey has already been conducted in preparation of this application and approximately 33% need internet access at home. Mid Plains Rural Cooperative has agreed to work with the school if funded as they did with the high school lending program in 2012-2013.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support is adequate to support student's anticipated use of devices provided through the grant. All teachers meet the SBEC requirement for technology. Many have been delegated the responsibility of managing specific software and/or hardware as the district's philosophy is to grow our own experts~ teachers will each other teachers how to use hardware as well as software. All teachers currently have either a mobile device or laptop for their use at school and at home. They are effective in using both and the elementary campus has very little turnover in teachers from year to year.

Teachers' support requests whether technical or instructional support will be addressed within the same day and more often immediately. We have personal on each campus that can address the problem and if they can't then district personal is available from the high school campus.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students in grades 3-6 will be issued a mobile device with a content filter, anti-virus protection, a case for their use just as a textbook or calculator is issued. The student will be responsible for the mobile device in the same way they are held accountable for a textbook or calculator.

Check-out will take place during the first few weeks of school after students have attended an opening assembly, been issued textbooks and completed any schedule changes. This will take place in the library. The technology coordinator and campus principal will be in charge. During these first two weeks students in grades 3-6 will attend an orientation with their parents where all paperwork will be signed and expectations communicated for the care and use of the mobile device. Parents who need Internet access will be asked complete the necessary paperwork needed by the district and the ISP for residential access. The *Technology Lending Agreement* will stipulate that the Internet will be used solely for educational purposes by the student. Prior experience with the ISP during the district's implementation of the 2014-2016 Technology Lending Program Grant was very successful. They quickly setup internet access to the residents of the student who needed access and worked well with the school district.

Students will be asked to check in any mobile devices that needs repair on Fridays for pick up the following Monday. A loaner will be given the student for use. This will be done in the elementary school office. The mobile device will be evaluated over the weekend and repaired if possible. Three extra mobile devices will be designated for lenders when a mobile device needs more technical care then what can be accomplished within the day.

Check-in will be completed at the end of the year just as textbooks and calculators are checked in. Students attending summer school will be re-issued their mobile device. During the timeframe of this grant Kress ISD will be subscribing to digital content for grades prek-12 in all four core areas i.e., English, math, science and social studies. Students in grades 3-6 will be receiving additional time in addressing their academic weaknesses in a regularly scheduled intervention class utilizing digital content.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 219905

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The purchased mobile devices will be covered by the district's use policy in the same way that textbook and calculators are issued to the student. Technology equipment is covered by the district's existing insurance policy and will be adjusted accordingly for the increased value of the purchased net books.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Agreement will be signed by parents or guardians of the student and by the student. This Responsible Use Policy which is part of our Internet Safety plan issued to the parents and students as part of the student handbook and includes a lending agreement. This policy addresses the responsible use of the district's digital resources and responsible use of the Internet. The policy will be amended to include the responsible use of the issued net book and care of the net book. All mobile devices will have an antivirus program and a software filter installed. The *Technology Lending Agreement* will stipulate that the Internet will be used solely for educational purposes by the student. Grant funds will not replace lost, stolen, or damaged equipment.

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